مركز تطوير المناهج

والمواد التعليمية

جمهورية مصر العربية

وزارة التربية والتعليم

نواتج التعلم لمادة الرياضيات

Learning outcomes for mathematics

(الصف الثانى الإعدادى)

(Second grade prep)

.Field: numbers and operations on them

.The first criterion: the definition of the numbers and methods of representation and the relationships between them

Learning outcomes (indicators / (practices	Current curriculum content	Teaching and learning strategies	Educational activities	Evaluation methods	Evidence and evidence
1) The cube root of rational .numbers recognize 2) There is the cube root of the rational number of full .cube 3) distinguishes between Aljdhiran the square and the .cube relative to the number 4) recognize numbers is .relative 5) makes a distinction between the two rational numbers relative .and irrational 6) There is the approximate .value of the irrational number 7) recognizes the set of real .numbers 8) makes a distinction between natural numbers kits, correct, and relative and non- .relative, and real 9) understand the relationship between the numbers of containment .(groups (N , Z , R)	Unit: the real .numbers (First semester)	*Collaborative learning *lecture *discussion *Brainstorming *Problem Solving *Inductive method *Alastenbatih way	.*solve a set of exercises on real numbers Students practiced a range of activities in groups to know the real numbers associated concepts . *solves every pupil set of exercises individually for training on real numbers . *pupils divided into groups so that each • group of two students made up, and asked each student to solve a number of exercises on real numbers, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the .supervision of the teacher –	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils –	*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes (indicators / (practices
			*Collaborative learning *lecture *discussion *Brainstorming *Problem Solving *Inductive method *Alastenbatih way		10) Compares and ranks the number of irrational 11) real numbers 12) represents a real number on a number line; to realize their positions relative to each .other 13) represents subsets of real .numbers on a number line 14) recognize open and closed .open and a half interval 15) Limited periods and is recognized 16) Limited 17) distinguishes between .intervals 18) represents intervals on .the number line 19) expresses intervals recall .the texture .20) Nos recognize Couples

.The second criterion: being calculations skill and understands the relationships between them

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes (indicators / (practices
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils –	*solve a set of exercises on real numbers. Students practiced a range of activities in groups to know the real numbers associated concepts . *solves every pupil set of exercises individually for training on real numbers . *pupils divided into • groups so that each group of two students made up, and asked each student to solve a number of exercises on real numbers, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the supervision of the teacher.	*Collaborative learning *lecture *discussion *Brainstorming *Problem Solving *Inductive method *Alastenbatih way	.Unit: the real numbers (First semester)	21) Being Union and intersection operations and teams interval s. 22) defines the concept of lock set of real numbers for a given process. 23) uses the properties (neutral and substitution, integration and distribution) element in facilitating calculations on real numbers. 24) being calculations (+, -, ×, ÷) and the relationships between them on different groups of numbers. 25) Being operations on the roots of quadratic and cubic.

.The third criterion: Calculate the skill and reach a reasonable estimate

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes (indicators / (practices
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils –	*solve a set of exercises on real numbers. Students practiced a range of activities in groups to know the real numbers associated concepts. *solves every pupil set of exercises individually for training on real numbers. *pupils divided into • groups so that each group of two students made up, and asked each student to solve a number of exercises on real numbers, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the supervision of the teacher.	*Collaborative learning *lecture *discussion *Brainstorming *Problem Solving *Inductive method *Alastenbatih way	.Unit: the real numbers (First semester)	1) Estimated output calculations on numbers is the relative real mentally reasonably. 2) gives examples of areas of application of integers and relative and non-relative and true in mathematics and other cognitive areas of life and attitudes. 3) Solves sports and lifestyle problems include the numbers of non-relative and real.

.The second area: algebra, relationships and functions

.The first criterion: being on the amounts of algebraic operations

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes ((indicators / practices
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils –	1) solve a set of exercises on the analysis • . 2) pupils practiced a range of activities in groups to identify concepts associated with the analysis • . 3) solves every pupil set of exercises individually training analysis • . 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the supervision of a .teacher	Collaborative *learning *lecture *discussion *Brainstorming Problem *Solving *Inductive method *Alastenbatih way	.Unit: analysis (Second Semester)	1) analyzes the amount algebraically using different methods (amount triple the difference between the sum of two squares, and the difference between the two cubes division .(completing the square

.The second criterion: equations and inequalities recognize the existence of solutions splint and graphic them

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes ((indicators / practices
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils –	1) solve a set of exercises on the analysis . 2) pupils practiced a range of activities in • groups to identify concepts associated with the analysis . 3) solves every pupil set of exercises • individually training analysis . 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are .under the supervision of a teacher	Collaborative *learning *lecture *discussion *Brainstorming Problem *Solving Inductive *method Alastenbatih *way	.Unit: the real numbers (First semester)	1) solves equations and inequalities of the first degree in one variable algebraically and graphically for the group numbers truth (h) and .validates the product 2) It represents a simple equations and inequalities of the first degree in one variable on the line numbers for the group .(compensation (h

Learning outcomes ((indicators / practices	Current curriculum content	Teaching and learning strategies	Educational activities	Evaluation methods	Evidence and evidence
1)solve a quadratic equation in one variable using .algebraic analysis 2)Model the attitudes and problems of life in the form of equations or inequalities and interpret data in the light of the original problem and .solve it	.Unit: analysis (Second Semester)	Collaborative *learning *lecture *discussion *Brainstorming Problem *Solving Inductive *method Alastenbatih *way	1) solve a set of exercises on the analysis . 2) pupils practiced a range of activities in • groups to identify concepts associated with the analysis . 3) solves every pupil set of exercises • individually training analysis . 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are .under the supervision of a teacher	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils –	*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests

.The third criterion: understand and use patterns, relationships and functions

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes (indicators / (practices
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils –	1) solve a set of exercises on the analysis . 2) pupils practiced a • range of activities in groups to identify concepts associated with the analysis . 3) solves every pupil • set of exercises individually training analysis 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the supervision of a .teacher	*Collaborative learning *lecture *discussion *Brainstorming *Problem Solving *Inductive method *Alastenbatih way	.Unit: analysis (Second Semester)	1) detects a pattern of sequential numbers (or symbols) and arrive at generalizations about a variety of numerical patterns and are enriched . 2) some elements of the sequential numbers are completed according to a .certain pattern

.The fouth Standard: using mathematical models to solve problems

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes (indicators / (practices
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils –	1) solve a set of exercises on the analysis . 2) pupils practiced a range of activities in groups to identify concepts associated with the analysis . 3) solves every pupil set of exercises individually training analysis 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are .under the supervision of a teacher	Collaborative *learning *lecture *discussion *Brainstorming Problem *Solving Inductive *method Alastenbati *h way	.Unit: the relationship between two variables (Second Semester)	1) solves problems using a variety .of mathematical models 2) mentions various examples from .the life of the concept of change 3) graphically represents the relationship between two variables .in life situations 4) deduce the nature of the relationship between two variables .through the graph 5) There is a tendency recognize the straight line and some life .applications it

.The third area: Geometry and measurement

.The first criterion: creates two-dimensional and three-dimensional geometric shapes, and shows the properties and analyzes the relationships between them

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes ((indicators / practices
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils _	1) solve a set of exercises on the analysis . 2) pupils practiced a range of • activities in groups to identify concepts associated with the analysis . 3) solves every pupil set of exercises • individually training analysis 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the .supervision of a teacher	* Collaborative *learning *lecture *discussion *Brainstorming *Problem Solving *Inductive method .*Alastenbatih way •	.Unit: engineering (First semester)	1) recognizes the characteristics and outcomes related .isosceles triangle 2) Appoints axis of symmetry .in the isosceles triangle

Learning outcomes ((indicators / practices	Current curriculum content	Teaching and learning strategies	Educational activities	Evaluation methods	Evidence and evidence
1) recognize the concept of .contrast 2) compares the two pieces longitudinally Mstqimitan using less than the largest of .the relationship 3) compares the record using two angles less than the .largest of the relationship .4) recognize axioms contrast 5) recognize the contrast in .the Triangle 6) recognize the concept of .triangle inequality	.Unit: Contrast (First semester)	*Collaborative learning *lecture *discussion *Brainstorming *Problem Solving *Inductive method *Alastenbatih way •	1) solve a set of exercises on the analysis . 2) pupils practiced a range of • activities in groups to identify concepts associated with the analysis . 3) solves every pupil set of exercises • individually training analysis 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the .supervision of a teacher	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils –	*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes ((indicators / practices
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils	1) solve a set of exercises on the analysis . 2) pupils practiced a range of • activities in groups to identify concepts associated with the analysis . 3) solves every pupil set of exercises • individually training analysis 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the supervision of a teacher.	*collaborative learning *Presentation and discussion *Brainstorming and discovery *Solve problems *Induction and • deduction	.Unit: spaces (Second Semester)	1) Acquire the skills to find areas of different geometric shapes, such as: the triangle area of parallelogram space designated space trapezoidal space.
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to	*oral questions *editorial questions *note cards	1) solve a set of exercises on the concept projected . 2) pupils practiced a range of • activities in groups to identify concepts associated with the analysis .	* Collaborative *learning *lecture *discussion	.Unit: elevations (Second Semester)	1) recognizes the concept projected. 2) appoint Muscat line segment and a straight line.

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes ((indicators / practices
be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*the end of the unit test *Follow-up performance. the pupils –	3) solves every pupil set of recognize • inverse Pythagorean theory and applications of them 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the .supervision of a teacher	*Brainstorming *Problem Solving *Inductive method .*Alastenbatih way •		3) recognizes the length .of the line segment 4) recognize inverse Pythagorean theory and .applications of them 5) Euclid and applications of .the theory recognize

.The second criterion: Some geometric transfers applied and used to prove some mathematical relationships

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes ((indicators / practices
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils –	1) solve a set of exercises on the analysis . 2) pupils practiced a range of activities in groups to identify concepts associated with the analysis . 3) solves every pupil set of exercises individually training analysis 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the .supervision of a teacher	Collaborative *learning *lecture *discussion *Brainstorming *Problem Solving *Inductive method Alastenbatih way.*	Unit: Engineering transfers and .similarities (Second Semester)	1) Properties of Engineering recognizes conversions (reflectance, .(moving, rotation 2) the effect of geometric concludes Ext (reflection, transmission, rotation) on the properties of geometric .shape 3) the concept of geometric similarity .to recognize forms

.The third criterion: uses a visual representation and geometric modeling to solve some math problems and non-sporting

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes (indicators / (practices
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils _	1) solve a set of exercises on the analysis . 2) pupils practiced a • range of activities in groups to identify concepts associated with the analysis . 3) solves every pupil • set of exercises individually training analysis 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the supervision of a .teacher	*Collaborative learning *lecture *discussion *Brainstorming *Problem Solving *Inductive method *Alastenbatih way	Unit: Engineering .transfers and similarities (Second Semester)	1) explores some of the geometric relationships, and uses them in solving different geometric .problems 2) uses geometric modeling in the process of life situations and other study materials; such as: arts and ... ،social sciences, materials 3) evaluates some engineering structures (bisect line segment drawing measured angle equal to the angle measurement .(information 4) Basic design plans for installations (apartment, a farm, a football stadium, ...) using appropriate geometric shapes in the .form of activities 5) Computer software used in the design and drawing some geometric shapes in .the form of activities

.Fourth criterion: evidence and logical inference is used to prove the engineering theories

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*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils _	1) solve a set of exercises on the analysis . 2) pupils practiced a • range of activities in groups to identify concepts associated with the analysis . 3) solves every pupil set • of exercises individually training analysis 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the .supervision of a teacher	Collaborative *learning *lecture *discussion *Brainstorming *Problem Solving *Inductive method *Alastenbatih way	Unit: Engineering .transfers and similarities (Second Semester)	1) demonstrate the health of the theories associated with equal .spaces geometric shapes 2) prove some relations associated .with areas geometric shapes 3) Base conclude a trapezoidal .space .4) conclude the terms of similarity 5) uses a mathematical proof and reasoning to prove the validity of .some engineering theories 6) It uses geometric theories to prove some theoretical exercises, solve some .practical problems

.Fourth area: data and statistics and probability analysis

.The first criterion: Collects data and is organized and presented to answer specific questions

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes (indicators / (practices
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils	1) solve a set of exercises on the analysis . 2) pupils practiced a range of activities in • groups to identify concepts associated with the analysis . 3) solves every pupil set of exercises • individually training analysis 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the supervision of a teacher	1) cooperative learning 2) presentation and discussion 3)Brainstorming 4) Problem Solving	.Unit: Statistics (First semester)	1) collect data and organized in .frequency tables with groups 2) The table repetition accumulated .rookie 3) Have accumulated repetitions .descending agenda

.The second criterion: to choose and apply appropriate methods and statistical techniques for the analysis of certain data and answer questions about them

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes (indicators / (practices
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils	1) solve a set of exercises on the analysis . 2) pupils practiced a range of activities • in groups to identify concepts associated with the analysis . 3) solves every pupil set of exercises • individually training analysis 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the supervision of a teacher	1) cooperative learning 2) presentation and discussion 3)Brainstorming 4) Problem Solving	.Unit: Statistics (First semester)	1) applying appropriate statistical methods to analyze data related to a .particular situation 2) draws a curve accumulated upward and downward curve accumulated data in groups .of tables 3) There is the arithmetic mean of the data in the frequency tables with .groups algebraically 4) There is the mediator and the mode of the data in the frequency tables with .groups graphically

.The third criterion: make judgments on the interpretations and predictions that can be accessed from a particular data analysis

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes (indicators / (practices
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils	1) solve a set of exercises on the analysis . 2) pupils practiced a • range of activities in groups to identify concepts associated with the analysis . 3) solves every pupil • set of exercises individually training analysis 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the supervision of a teacher	1) cooperative learning 2) presentation and discussion 3)Brainstorming 4) Problem Solving	. Unit: possibility (Second Semester)	1) explains the results derived from .the given data analysis 2) discusses and writes a simplified explanations and predictions reached a certain data analysis .report 3) make judgments on the interpretations and predictions reached by the analysis of certain .data in preparation for a decision 4) The statistics published in the media (such as air and Economic Bulletin, ...) in .the form of activities

.Fourth criterion: to understand and apply basic concepts of probability Statistics

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes (indicators / (practices
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils	1) solve a set of exercises on the analysis . 2) pupils practiced a range of • activities in groups to identify concepts associated with the analysis . 3) solves every pupil set of • exercises individually training analysis 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the supervision of a teacher	1) cooperative • learning . 2) presentation and .discussion .3) Brainstorming 4) discovery • . 5) solve problems . 6) Induction and deduction	.Unit: possibility Second) (Semester	1) little life situations related to study data and statistics .and probability analysis 2) recognize the role of statistics and probability in other areas of knowledge and .attitudes of life mixed 3) appreciate the importance of statistics and probability to .predict future events

.Fifth criterion: appreciate the importance of statistics and probability in the areas of knowledge in different life situations

Evidence and evidence	Evaluation methods	Educational activities	Teaching and learning strategies	Current curriculum content	Learning outcomes (indicators / (practices
*Review teacher preparation book *Check tracts pupils *Oral questions *Note is inhalers *Exercises to be solved, to be implemented in the *Classroom activities *Exercises to be solved, to be implemented *Homework and activities *Completion of the student file (examples of exercises and activities that the student solve with his colleague after (he put them right) * The various activities carried out by the student and the associated real numbers *The results of the monthly tests	*oral questions *editorial questions *note cards *the end of the unit test *Follow-up performance. the pupils	1) solve a set of exercises on the analysis . 2) pupils practiced a • range of activities in groups to identify concepts associated with the analysis . 3) solves every pupil • set of exercises individually training analysis 4) The division of students in groups so that each group of two students made up, and asked each student to solve a number of exercises on the analysis, that the colleague put them right training to learn and evaluate peers, then ask the pupils exchange roles with each other and are under the supervision of a teacher	1) cooperative learning . 2) presentation .and discussion 3) .Brainstorming 4) discovery • . 5) solve problems . 6) Induction and deduction	. Unit: possibility– (Second Semester)	1) lives with little parking, which can be reported in the study of data and .statistics and probability analysis 2) recognize the role of statistics and probability in other areas of knowledge and attitudes of life .mixed 3) appreciate the importance of statistics and probability to predict .future events 4) recognizes and uses statistical software processes and experiences include simple possibility in the .form of activities